

Committee submits policy, some feel 'pre-empted'

by CYNDEE FONTANA

Was a board-authorized ad hoc committee "pre-empted" by Hartnell College superintendent-president Dr. Gibb R. Madsen?

Some committee members think so,

after Dr. Madsen drew up a policy on the same subject as the committee, a policy on faculty assignments. Dr. Madsen's proposal was included in governing board packets and was published in the Dec. 4 edition of the

Salinas Californian. But he doesn't think he pre-empted the committee.

Dr. Madsen said he included his policy as part of a report on the Dec. 4 agenda, which was in addition to the committee's proposal.

"I feel somewhat pre-empted," student committee member Walter Rycé said. "We (the committee) spent hours on this, we agonized over it. And after all these hours of agony, we come with ours and we find there was one submitted before ours, even published."

"Mr. (trustee Bill) Bryan's motion was that we should report to the board," Rycé continued. "In no way did that say in his motion, that the president would propose a policy himself. This was done without us knowing about it, where we could at least coordinate."

Dr. Madsen said the committee was not pre-empted. "I prefaced my remarks by saying I was going to read this (his policy) as part of a report" from the ad hoc committee.

"If we were convened, if we were formed to come up with a proposed policy, why go behind us with this?" Rycé asked.

"This is not going behind you. This is in a public document, and it's not behind you, it's in front of you," Dr. Madsen countered, "and it has been since last Thursday."

Attorney Phyllis Turner, a candidate for a governing board seat in the Nov. 6 election, told Dr. Madsen he had "an attitude of subverting what people are doing." Turner said "people don't feel like they are given the proper respect. The board authorized a committee to come up with a plan, they did not authorize you to come up with a

plan." Turner said that although Madsen had the option to present an alternate plan, he should have let the committee present their plan first.

"That is why there are so many problems on this campus," Turner said, "so much animosity. . . you're not giving the respect to the people who are trying to do a good job to try to make this a cooperative effort to make the school run in a unified fashion."

Rycé said there was no spirit of cooperation at Hartnell and said the proposed committee policy may help. "But there is still seven-eighths of an iceberg that is going to come up. There has been an awful lot of duplicity here, an awful lot of Machiavelli machinations; it's incredible."

"You're giving us the run-around, the snow job. You're pre-empting us. That was not called for, it was simply not called for. We would have gladly cooperated," Rycé said. "Let's make some bridges, we don't have to fight."

Dr. Mitchell Bedford said he hoped trustees would discuss problems more in board meetings. "This calls for unity; I am much more interested in the active discussion of the board of problems confronted." Dr. Bedford said in the discussion of nine agenda items, board action and comment took 179 seconds. "And if you are interested in which one of you monopolized the time, I have it."

Tuesday's meeting also saw a partial victory for instructors Jerly Kjeldgaard and Paul Aschenbrenner. Kjeldgaard, who had requested two psychology classes in the spring semester, received an adjustment from a total load in business to a total

(Please turn to p.11)

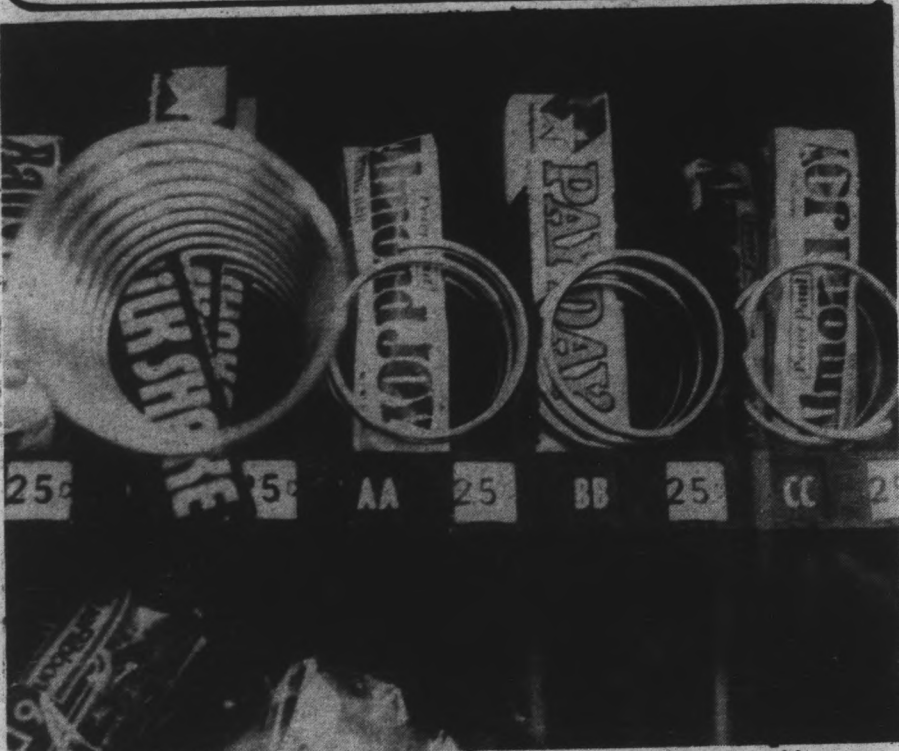
PANTHER

SENTINEL

8th issue, 49th year

Dec. 7, 1979

Hartnell College, Salinas, CA93901



Two candy machines on the Hartnell campus have to be replaced because of vandalism. Cafeteria manager Merv Sweigert, who is the on-campus 'charge de affaires' of Hartnell vending machines, said that kids are able to reach up into the machines and pull the spiral racks out. Sweigert called the Canteen Vending Company and requested that the machines in the gym and the Visual Arts building be replaced. —photo by Regina Costa

Iranians speak on hostages, Khomeini, Shah

by ROBERT PORTA

"I'm a student, not a politician. . ." is the position of Mehrdad Khosravi, one of seven Iranian students currently studying at Hartnell.

Five students interviewed expressed their objectives to study in America; and added comments about the Ayatollah Khomeini government, the deposed Shah and his reign, and the 50 Americans being held hostage in the Iranian's United States embassy.

"Khomeini wants religion to dominate politics; he wants an Islamic state and the election proves that people like it that way. Why shouldn't we get what we want democratically?" said Khosravi.

Hartnell student Mohammad Norouzi agreed. "They (the American public) don't understand; it is not Khomeini's regime, it is the people's regime." He continued, "If they could understand the Islamic religion, they could understand Khomeini."

Opinions differed about the quality of Khomeini's leadership. Hamid Borna said he thought Khomeini is a good religious leader. But Hamid Naderi disagreed. "You have to be under influence, under someone's influence," to judge the leadership. Soudabet Soussani stated, "I am here because I am not active with this new government."

Most of the Iranian students agree that the 50 American hostages should be released. "I think they (students) have to let go of the hostages

because they didn't do anything," said Soussani. Naderi concurred, and added, "I hope nothing happens."

But Borna and Khosravi were unsure about the situation. When asked if the hostages should be released, Borna said, "I don't know about that." Khosravi questioned which group was more important, the 50 hostages or 60,000 Iranians. Said Khosravi, "I think it is a matter of national pride right now, not a matter of the hostages."

Four of the five students adamantly opposed the regime of the Shah, citing instances of the Shah's conflicting policies. In a book authored by the Shah in 1960, he wrote: ". . . I encourage parties. If I were a dictator rather than a constitutional monarch, then I might be tempted to sponsor a single dominant party. . . But as a constitutional monarch, I can afford to encourage large-scale party activity free from the straight-jacket of a one-party or the one-party state."

The Shah reversed that opinion in 1973, when he outlawed opposing parties and established his "Iran National Resurgence Party."

Naderi pointed out that whoever possessed the Shah's book, "Mission for My Country," was arrested. "It was obvious that he (the Shah) was a criminal. In the last nine months of his power, he ordered 25,000 people to be killed," he said.

"When the Shah was in power,

there was no freedom," said Borna. Khosravi added, "After 38 years of being persecuted by the Shah and his dirty regime, the Iranians have found themselves in a position to really express their feelings. That is what they are doing, and all I can say is God be with them."

Norouzi remarked, "Every minute that he (the Shah) passes in his life, he creates trouble inside our country."

The students stressed their intention to study in America. According to dean of students services Dr. Victor Wm. Willits, "The kids we get are generally interested in their programs." Khosravi

reiterated, "I'm a student, not a politician. I have no way of influencing the decisions of politicians, obviously. I have my views and my feelings which I express freely."

"My main objective is to study and as an Iranian, it is my duty to try and convey to American people our position," stated Khosravi. "Personally, I have nothing against any American or any other person in the world. Being an Iranian, my sympathies lie with the Iranian people, obviously."

"The first thing they (American people) should pay attention to is the truth," suggested Norouzi.



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Editorial: New board shows intent to listen

There have been accusations made by several students that the governing board is bogged down in year-round 'snow.'

New and old board members certainly got a frosty sort of greeting at the Dec. 4 meeting. A certain amount of complaints and woes were dumped on the new board when the old board recessed for the last time Nov. 20. This new board will have to deal with these problems, and we think they're making efforts to shovel out some of the 'snow.'

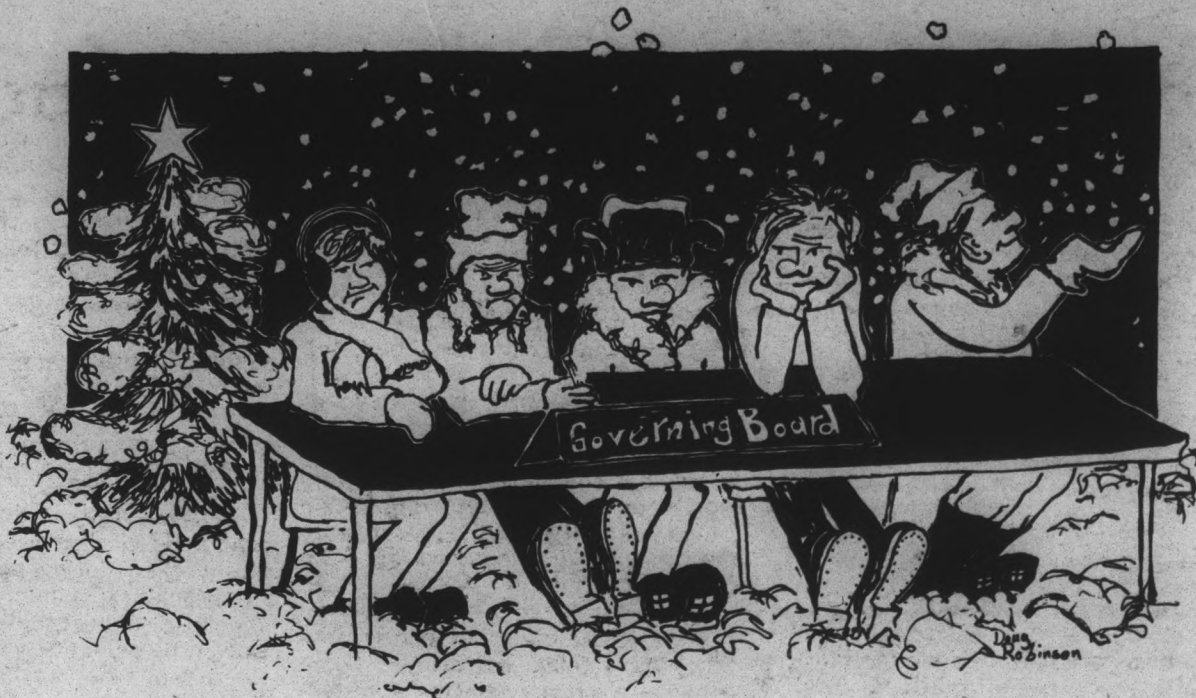
While charges of a board-created snowstorm were true in some cases, this is a different board with some new members. And we think those new governing board members demonstrated a welcome attitude of communication at the Dec. 4 meeting. Trustees Gustavo De La Torre, Lloyd Lowrey and John Metzger, at their initiation, listened, asked questions, and offered comments.

All showed a genuine interest in the problems outlined by students, faculty and community members. This can be further substantiated by the fact the meeting lasted until 11:45 p.m., instead of the traditional ending time of 10 p.m. Most often, items on the last page which are not discussed by this time are put over to the next meeting.

But at this meeting, all items were discussed, some to great length. Ten o'clock rolled around with some seven plus items left on the agenda. And they stayed.

If this is a 'new' side of the governing board, a willingness to stay late to complete ALL business, and a willingness to question, comment and listen, then we like it. We encourage it.

And pretty soon, the only snow on the ground will be the white, wet kind. (Although we'll probably never see it here.) Merry Christmas!



"Is this the snow-storm we've been hearing about??"

Letters, letters, letters — to the editor ASHC vice-president responds to homecoming question

To the editor:

As ASHC vice-president, I would like to respond to Pat Williams' question (Nov. 16 issue of the 'Sentinel') as to why "ASHC didn't do homecoming."

I would first like to emphasize that any campus group needing assistance with an activity is more than welcome to petition the ASHC. Our meetings are held from 11 a.m. to noon, on Tuesdays and Thursdays, in room C-354. Space can be reserved on the agenda by calling ext. 393, or by leaving word at the ASHC office in the student lounge.

To address the question at hand, the reasons that ASHC did not sponsor homecoming were largely due to the timing of homecoming, and to the tardiness and disorganization of the cheerleader-football team presentation.

At the time we were approached, we were involved in the process of the school board election, an event which promised a long-range effect of a good deal of impact upon the school. As we are responsible to the student body and

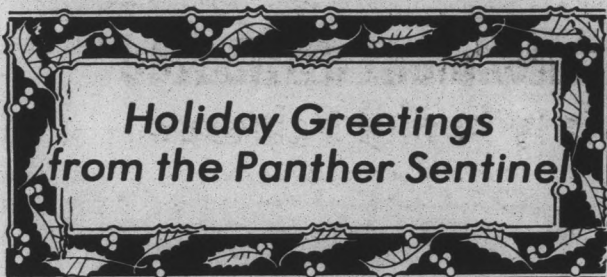
community as a whole, I feel that an election such as this one takes natural precedence over an event that will provide an ephemeral ecstasy, such as homecoming.

ASHC offered to fund the event, and Mickie Cole, director of spring activities, volunteered her services as an interested student.

Evidently, the energy that the interest had petitioned us for was there all along, as the cheerleaders managed to garner donations of all of the props necessary for the program.

The funding and the man-power obviously did exist, in this situation, within the realm of the interest. In the future, I would ask the group to see what they could come up with, and after they have exerted a reasonable amount of effort, to come back to us with specific needs in mind.

Respectfully,
Amy S. Leker
ASHC vice-president



"I HEAR HE USED TO BE A PRETTY GOOD TEACHER... BUT THEN THE SCHOOL CLOSED FOR LACK OF FUNDING, THEN HE WENT ON STRIKE FOR A DECENT SALARY, AND EVENTUALLY HE HAD TO LEAVE TEACHING FOR A MORE LUCRATIVE MEANS OF EMPLOYMENT."



Have something to say?

Use the Panther Sentinel's "Letters to the Editor" column to get your point across.

Letters of up to 300 words in length are accepted on topics relating to Hartnell. Letters over 300 words are subject to editing.

Letters must include the signature of the person submitting the letter, along with a telephone number for verification purposes. The telephone number will not be printed in the Sentinel.

Address letters to:

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What do you have to say?

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1979 Member



CALIFORNIA NEWSPAPER
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Book offers different approach to English

by AMY LEKER

If you're one of the students who will be tackling an English 101 course in the spring, you may find yourself straying from traditional grammar, and instead writing about your loves, hates, or whatever else strikes your fancy.

"I like not being pressured. It gives me time to chew and digest my work."

You may, that is, if your teacher opts for the text "The Whole Thing," a new concept in teaching English written by one of Hartnell's English instructors, Jan Abbott.

"The Whole Thing" was written six years ago when, as Abbott puts it, "I realized that I didn't want to spend the rest of my life using grammar and literature programs that didn't work. The students learned the material, but their writing didn't improve. I had to figure 'The Whole Thing' out on my own, but it was worth it."

Because it does not rely strictly upon grammatical theorems for instruction, but instead examines sentence structure and composition in the student's own writing in order to improve cohesiveness, it has been labeled "unconventional." The method breaks away from the traditional lecture style of most English programs. After a few initial lectures, students weave through the lessons at their own pace, stopping only for specific check points and/or assistance given by the instructor or aide on a one-to-one basis.

Several teachers, including Dr. Phyllis Burke, Anne Cathey, and Dick Andre, comment that student output from Abbott's book is better than that from any comparable program.

The reason for this may lie in the point that students who use "The Whole Thing" choose their own topics for compositions. "I find that students are often convinced that they have nothing to say," notes Cathey. "The Whole Thing" requires a contribution from the beginning."

English instructor and journalism adviser, Dick Andre, says, "It teaches students to develop their work step-by-step and examine it step-by-step. If the student really uses this, he can't

help but write more effective college papers."

"The object is clean, well detailed writing: efficient, lean prose," says Dr. Burke, an instructor who has used the book in the past. "The Whole thing" is forward-looking, as far as teaching what writing is about" she adds.

Abbott agrees with these views of her program, and adds, "An instructor from Maryland told me in a recent letter that she thought the program works for the uncertain composition student as well as for the student with more assurance who knows she or he could write well."

Burke describes students' perceptions of the self-paced style of "The Whole Thing" as positive. "Some students appreciate having a system that does not make them feel guilty for going at a slower pace."

Students themselves generally agree with this perception. As Dan Raquinio explains, "I like not being pressured. It gives me time to chew and digest my work."

As to the positive influence of individualized teaching, one student comments, "I seem to learn more when I'm not just another person in the class. It's a lot easier to ask questions."

"... the method only works if enough help is available. If you have to wait for your turn to see an instructor, it's not true self-paced work."

Another positive student perception about working with "The Whole Thing" is that it is more helpful for them to analyze their own writing problems than to study a broad range of problems which do not apply to them. "By analyzing, you learn. You're forced to be critical of your own writing," says one student. Another carries this idea one step further: "The Whole Thing" makes me focus on my own writing. Its personal nature makes the end product more satisfying."

It's not all praise from the student perspective, though. Theoretically, a

student should proceed until he encounters a check point, at which time his progress is checked by the instructor or aide. This is where the problem lies, according to some students. Student James Asuncion alleges, "The method only works if enough help is available. If you have to wait for your turn to see an instructor, it's not true self-paced work."

Teachers have a slightly different viewpoint. Unless the class is unusually large, if the student had read and followed direction carefully, has worked during non-class hours, the problem is minimized, some say. They also suggest that the problem is caused by students who aren't ready to accept the responsibilities of college-level courses. As Andre says, "More than half the problem is with the student who simply doesn't attend or work enough. This system catches them on it."

Andre also points out that he has made himself available, as have other instructors, in conference rooms 30 minutes before and after class. "I seldom get any company," he laments.

In Andre's opinion, "The Whole Thing" may cause problems for two kinds of students: those for whom English is a second language, and students with their own ideas about writing. The first group, he explains, need more experience in language usage and vocabulary development, two topics not covered in "The Whole Thing." As for the second group, "they feel that their individual style is being

challenged or changed. That's not true, but they're blocked psychologically," he says. "They're the ones who could benefit most by this system." To lessen this block, students are reminded that they may keep the original copy of their work unchanged. By the end of the process, though, most students will admit to the superiority of the revised version.

The directions given in the workbook-designed text are very explicit. One aide to the program reports that many complaints come from students who either don't follow directions, or question their validity. "But by the end of the semester," she says, "students often comment on the necessity of what they originally thought were petty directions, such as using a pencil, or organizing before writing."

"the object is clean, well-detailed writing/ efficient, lean prose."

And the success rate of "The Whole Thing?" Teachers report no radical difference between the percentage of failures using this method as compared with the percentage from more conventional programs.

For students who don't finish "The Whole Thing" or who feel more comfortable with traditional grammar, teachers are continuing to offer conventional modes of English 101 as a "Whole Thing" alternative.

Low veteran enrollment attributed to lack of variety in night classes

by SCOTT MILLER

"Lack of variety of night classes," is the main reason for low veteran participation in veteran educational benefits at Hartnell College, according to Jack Stewart, Veteran's Administration (VA) counselor for Hartnell College.

Stewart reported that 299 veterans are currently registered for evening classes while 173 are enrolled in day classes at Hartnell College. Ninety-five percent of the Hartnell veterans work a full-time job while 90 percent work a day shift job limiting their education to evening hours.

"Many veterans," according to Stewart, "have no desire to take college courses leading to a college degree, but would rather complete a certificate program in a trade such as welding or plumbing." The lack of vocational classes offered at night combined with the non-availability of

trade schools in the Salinas area further restricts the veteran from vocational education and upward job mobility, he said.

Stewart added that priority registration at Hartnell College is given to the continuing student, which forces the veteran to take classes he doesn't want to take in order to be classified as a continuing student. Stewart continued, "A community college should meet the needs of the community." The VA spokesman said the night class offerings are "Not meaningful for students who must travel 30-50 miles to go to college."

Musicians present pre-Christmas events

The second and third musical events of the Christmas season will be presented by Hartnell singers this Sunday and next Friday.



At 4 p.m. Sunday, the Messiah Chorus and Orchestra will perform a free concert for the public at 4 p.m. in St. Paul's Episcopal Church, San Miguel and Pajaro streets.

At 7:30 p.m., the Hartnell College Choir will present a free concert of Spanish Christmas music in the San Juan Bautista Mission.

The first event on Nov. 30 and Dec. 2 was "Amahl and the Night Visitors," a Christmas opera by Gian-Carlo Menotti. The opera was received enthusiastically both evenings.

Theatregoers were temporarily disappointed Sunday when they found a note in the program that Linden Waddell would substitute for Patricia Bell as the mother. Once they heard her sing, many said, they ceased to be disappointed.

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College Career Center offers variety of choices, services

by CYNDEE FONTANA

Though the Community Advisement Center has been dissolved, Hartnell students can look for some of the former center's services at the college Career Center.

According to Career Center director Eric Holk, the advisement center was disbanded in late September due to lack of funds. The center had been operating on a one-year grant, which was withdrawn when the center refused to give responsibility for hiring to the parent organization, Higher Education on the Monterey Peninsula (HEMP), Holk said. The Panther Sentinel incorrectly reported in its Nov. 1 issue that the advisement center was still operating.

Holk said the college's Career Center will offer vocational and interest testing in the advisement center's stead. Holk said he is currently working on developing a more structured program whereby the Career Assessment inventory test and the Strong-Campbell Interest Inventory test would be offered at designated times. "These take about 45 minutes to an hour to take," Holk estimated. Cost of the tests would be \$3, which would cover the cost of a 19-page computer printout of test results. Career Center personnel would work with the individual who who took the test to explain the results of the test. Center workers

will attempt to explain "How they can use that to make some decisions about what they want to do with their futures," Holk said.

Though the tests are offered on a limited basis in the center, Holk hopes to have the new test program operational in January. Results from tests taken now are sent to Minnesota, which causes a two-week delay, he said.

In addition to the career interest tests, Holk said information on programs other than ones on campus is available. "We have information on programs you can pursue beyond what Hartnell has to offer," explained Holk. "The resources we have are pretty good; we have resources for the community as well as resources for students." He added that frequently people not enrolled at Hartnell using the center often become students at the college.

"We have vast amounts of information careers," he said. "There are a couple of thousand careers covered by the books we have." Holk said the center also has career tapes available to students. Personal counseling regarding careers and choosing a major are also part of the center's offerings.

The Career Center is located in Unit 1. On campus extensions for the program are 348 or 498.



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Cyndee is wearing a scoop neck reversible sweater by Alberoy a beautiful natural crochet, only \$28. Her sleek pleat front trousers are by Condor in black french canvas, for \$35. and to top this chic outfit, a velour hat by Bictman, for only \$25. this and much more at the Gal-ery, "Your Fashion Island" sizes 3-13.

Robert is ready for anything, smartly attired in a tweed three piece suit by Angels flight, now only \$106.50. And to complete this look, he is wearing a nylon shirt by Roland, only \$20 at Jim Gattis Men's Wear.

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We appreciate you

MEChA adviser Roberto Melendez and five members of the group display a certificate of appreciation for their good works. The certificate is in recognition of their efforts to raise money for the Special Olympic's program. Club members went door-to-door to solicit funds for the program.

Santa replaced by Three Kings in traditional Mexican Christmas

by JANET JOHNSON

Christmas traditions vary across the world, and the Hartnell International Club encompasses a multitude of customs during the yuletide season.

Three club members and natives of Mexico, Lourdes Martinez, Francisco Lopez and Fidencio Medereos, outlined some customs of the United States' next-door neighbor.

One difference easily recognized is the absence of Santa Claus in Mexican Christmas Eves. Instead, they report, he's been beaten out by the Three Kings. Unlike the children of America, who leave their socks for Santa to fill, the children of Mexico leave their shoes for the Three Kings to stuff.



In many homes, the children don't receive their presents until January 6.

Seven days before Christmas, the 'posada' is held. The 'posada' is a type of party—a big celebration. People of the community dress up as Mary and Joseph, and knock on various houses to see if there is "room at the inn." No

one allows them into their house, until they reach the place where the party is being held. Then they are allowed in to join the celebration.



The nativity scenes are set up before Christmas, and are not taken down until February 2. That day is called 'candelary'. Francisco mentioned that in his neighborhood, everyone sets up a nativity scene in their homes, for all the other neighbors to see.

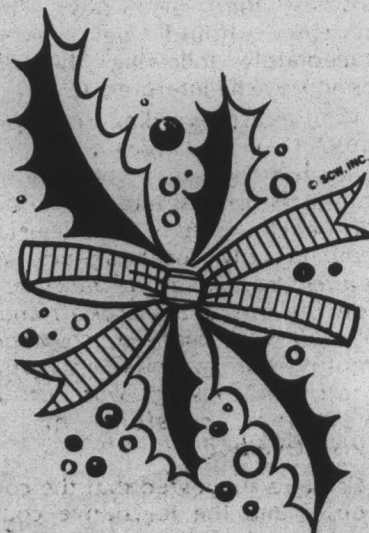
Another Mexican tradition has to do with the 'rosca', a gigantic doughnut-type food. This custom has to do with January 6, the day the Three Kings visit all the good little children. A small plastic baby is placed in the 'rosca', hidden from view. When the food is dished out, one person will find the plastic doll on his plate.

The plastic doll represents that special day for children. The person who ends up with the doll on his plate must dress it, and give it back to the host on Feb. 2. The host is now the lucky finder's 'comadre', or god-parent.



Lourdes, Francisco, and Fidencio will all probably be spending their first Christmas in America this year. And they've decided to make it a completely Americanized Christmas.

They'll no longer say "Feliz Navidad y Prospero Año Nuevo." This year, it'll be "Merry Christmas and Happy New Year."



Plagiarized term paper business grows

by STEVE PALMER

SEATTLE, Wa. (CPS) — Like many students, Rainy Mendoza had honorable intentions. She'd worked long and hard for her doctorate, and labored many months to develop statistics for her dissertation with a reluctant Bureau of Indian Affairs. Once all that was done, she got cold feet.

"Although I had X amount of English training in college," Mendoza, now a guidance counselor in Tulsa, Oklahoma, recalls, "I felt that I was not adept enough with the lingo" to actually write the dissertation herself.

When she asked her advisor about commissioning someone else to do the writing, she says her advisor didn't forbid her. So on April 17, 1978, she sent a \$400 check and a letter to Pacific Research of Seattle, a firm which sells "research" papers to anyone with the requisite cash. True to its word, Pacific Research soon delivered a dissertation with the impressive title of "The Weshler Intelligence Scales for Children and the Wide Range Achievement Test: Their Use on Native American Indian Children."

Does she have any post-graduate ethical doubts about her purchased dissertation? Not really. She says her purchase, which one Pacific Research insider estimated cost \$1,000 to com-

plete, "goes on everywhere."

Gil Shere and Michael Gross, two University of Washington grads, parlayed a copying business in Seattle's University District into a mail-order catalogue full of term papers for sale in 1974. Since then the business has spilled over from one to four converted houses full of three dozen employees on Queen Anne Hill.

The firm, like other research services, also offers "custom research," which currently goes for \$7.50 per page of undergraduate work, and \$9 per page for graduate, scientific, or technical work.

Their rates are competitive with the other major research companies. The most Los Angeles' Research Assistance will charge you for one of the 10,000 titles it claims to have on file is \$69.50, 50 cents less than Pacific's maximum. Some of the other major and minor research firms around are Collegiate Research, International Termpapers, and such colorfully-named groups as Planned Paperhood, Quality Bullshit, and Write-On, Inc.

The quality of their work inevitably varies. Mendoza found her dissertation was "inconclusive." A student reporter at Youngstown State University bought a paper last year from Research Assistance as part of a story on buying papers, and found

that the research she'd bought was itself plagiarized from a 1966 *Saturday Review* article.

Yet the work is good enough often to bring some students passing grades, and others, like Mendoza, full graduate degrees. College Press Service, for example, has found that the University of Nebraska unwittingly granted a masters in education this summer to a high school principal who had submitted a thesis on which Pacific Research did at least some of the work.

And it happens often enough to generate a lot of concern among educators. Plagiarized papers represent nothing less than "a breakdown of trust in the academic community," according to Layton Olson of the National Student Educational Fund. "When a student who is studying feels that other students may be buying a grade," Olson wrote in April, "there is a breakdown in the rules of the game for which the consumer has contracted."

Ten states (California, New York, North Carolina, Illinois, Massachusetts, Connecticut, Pennsylvania, Maryland, Washington, and New Jersey) have tried to legislate against companies selling term papers. Yet they are tough laws to enforce.

For one thing, there are legitimate research sources, and the line between protecting legitimate research sources and controlling retail plagiarism is a fine one. "If we're not careful," notes Washington legislator Don Charnely, "we could put the Encyclopedia Britannica out of business."

Other kinds of problems in legally stopping the research firms became evident when the Illinois attorney

general's office investigated Pacific Research for four months in 1978. Selling term papers in Illinois is illegal, so the attorney general's office, according to staffer Mary McCullagh, bought and received two papers from the firm in order to prove the firm was breaking the law.

Once the papers arrived, it became a mail fraud case. Yet, there was enough of a question about Pacific Research's action that the attorney general's office simply dropped the investigation. According to a 1973 Appeals Court decision in *U.S. v. International Term Papers*, the firm doesn't defraud anyone unless it "contemplates a 'scheme' which involves misrepresentation based on the materials (the firm) sends."

That's why the firms insist on publicly calling their wares "research," rather than term papers. By doing so, they evade responsibility for how the material is ultimately used. Buyers of Pacific Research materials, for one, get a contract which swears the buyer is getting data "intended to be used solely for research and reference purposes."

It is apparently a little harder to maintain the distinction within the organization, though. According to a Pacific Research staffer, fewer than a fifth of the contracts are ever signed by the buyers.

Nevertheless, prosecutors still haven't found a way to halt the firms.

Students are entitled to buy research, says John Hopkins of Collegiate Research Systems, because colleges themselves are hypocritical. "The educational system has their own problems," he told a Detroit newspaper. "The presidents of some colleges in New York have abused the educational funds to finance their own private trips to Europe and elsewhere."

Board, Sentinel editor differ on Brown Act interpretation

"Next" means different things, depending on where you sit.

A disagreement on the meaning of that word divided Hartnell trustees from Sentinel editor Cyndee Fontana, though they agreed on another point, Tuesday night.

Both points relate to California's Ralph M. Brown Act, the law which guarantees that the public's business will be discussed in front of the public.

Trustees have an opinion from the Monterey County Counsel to support their view, but Fontana argues that emphasis on "next" in a California State Legislative Counsel opinion supports her view.

The dilemma is this. Last March, trustees held a special personnel session and fired an employee. When they held a special public meeting immediately afterwards, they announced that they had fired a person, but they refused to name the person.

A Sentinel reporter asked the legal counsel of the California Newspaper Publishers Association (CNPA) if the board should have named the person. The CNPA counsel said, "yes," and the Sentinel reported that the trustees had violated California's "Sunshine Law."

When the Sentinel reporter talked to the CNPA counsel, she asked that he obtain an opinion from the legal office of the legislature. That legislative counsel opinion was the reason the board discussed the Brown Act Tuesday night.

On one point, Superintendent Dr. Gibb R. Madsen granted that the board had "erred" in firing the person and refusing to give his name afterwards. "We will not do it that way, again," he stated.

On the other point, Dr. Madsen and trustee Allen Caldeira maintained that the "next public meeting" isn't the one immediately after a personnel session, but that it is the one two or more weeks later.

Caldeira explained that he considered the public meeting after the personnel session to be a continuation of the closed meeting. The county counsel, Dr. Madsen said, has informed him that the present board procedure is acceptable.

The present board procedure is to employ or dismiss a person in a personnel session but to make no mention of its action in the public meeting that night. Then, when minutes of that meeting appear with the agenda of the next meeting (ordinarily two or more weeks later), the action and name of the person employed or dismissed are included.

That doesn't square with the Brown Act, as Fontana sees it. She told trustees that the "next" public meeting should be the one immediately following the closed session, as she interprets it.

The exact wording of Section 54957.1 of the Brown Act, with italicized words showing the emphasis of Legislative Counsel Michael H. Upson, is: "The legislative body of any local agency shall publicly report at its next public meeting any action taken and the roll call vote thereon, to appoint, employ, or dismiss a public employee arising out of any executive session of the legislative body."

Caldeira suggested that the county counsel and the legislative counsel should get together on the meaning of "next."

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A Hartnell Carol

by REGINA COSTA

The following satire was suggested by Charles Dickens' "A Christmas Carol." The views expressed are solely the opinion of the writer.

Once upon a time - of all the good times in the year, Christmastime - Bigg sat busy in his office. It was desolate, cutting, foggy weather. He could hear people in the hallway outside go wheezing up and down, complaining about the forced air and the lack of proper heating and ventilation.

Bigg's eyes, ears and door were open, that he might keep an eye upon his employees, who in dismal little cells, sort of bunkers, were holding office hours.

"A merry Christmas Bigg! God save you!" cried a cheerful voice. It was the voice of a member of the Educated Peasant Association of Hartnell's (EPA) negotiating team.

"Bah!" said Bigg. "Humbug!"

He had so heated himself with rapid thought and speech at the bargaining table, this peasant negotiator, that he was all in a glow. His eyes sparkled.

"Christmas a humbug, Bigg!" said the peasant. "You don't mean that, I am sure?"

"I do," said Bigg. "Merry Christmas! What right have you to be merry? You haven't gotten a raise in two years."

"Come then," returned the peasant gaily. "What right have you to be dismal? You get \$45,000 a year."

Bigg, having no better answer ready, said, "Bah!" again; and followed it up with "Humbug!"

"Don't be cross, Bigg," said the peasant.

"What else can I be? If I didn't live in a world of fools as this I wouldn't have had to spend \$37,000 on a professional turkey to do the Christmas negotiating. What is Christmas but a time for finding yourself a year older?"

"Bigg!" pleaded the peasant.

"Let me hear another sound from you," said Bigg, "and you'll keep your Christmas by being transferred into the business department!"

"Don't be angry, Bigg," said the peasant, "Come! Dine with us tomorrow in the staff lounge."

Bigg said that he would see him in that extremity first.

"But why?" cried the peasant. "Why?"

"Why did you bring in the unions?" said Bigg.

"Because we didn't want to meet and confer," said the peasant.

"Because you didn't want to meet and confer!" growled Bigg, as if that were the only one thing in the world more ridiculous than a merry Christmas. "Because of you I had to justify reorganizing the entire administrative structure of the school. Now that turkey is hanging around, and he won't go away until his contract is up, and now we're in violation of the 50 per cent law. Good afternoon!"

"I am sorry to find you so peremptory. But I'll keep my Christmas humor to the last. A merry Christmas, Bigg!"

"Good afternoon!" said Bigg.

As the peasant was leaving, two outside observers entered.

"At this festive season of the year, Bigg," the first of these observers said, taking up a pen, "it is more than usually desirable that we should make some slight provision for the

poor, destitute and underpaid, who suffer greatly at the present time."

"Are there no unions?" said Bigg.

"Plenty of unions," said the observer, "What shall I put you down for?"

"Nothing!" said Bigg. "I don't make merry myself at Christmas and I can't afford to make idle people merry. I help to support the establishment - that costs enough. Besides, Hartnell peasants are in the top 10 percent pay bracket when compared with other colleges in the state. It's not my fault that the cost of living is higher in this area. If they don't like it, they can leave and decrease the surplus population. Good afternoon, gentlemen!"

Meanwhile the fog and darkness thickened. At length the hour of shutting up arrived.

Bigg took his dinner in his usual tavern, and went home to bed.

His chambers were a gloomy suite of rooms in an ancient and dreary building, uninhabited save by Bigg, as the other rooms were let out as offices. In this gloomy darkness Bigg saw a dismal light about the door knocker, and saw not the knocker but the face of his predecessor, William Harwood.

As Bigg looked fixedly at this phenomenon, it was a knocker again.

To say that he was not startled, would be untrue. But he turned the key steadily, walked in, and lighted his candle. He did pause a moment before he shut the door; and he did look cautiously behind it, as if he half expected to see Harwood's briefcase sticking out into the hall. But there was nothing, so he said "Pooh!" and closed it with a bang.

Satisfied, he locked himself in; double-locked himself in, which was not his habit, and sat down before the fire.

As he sat down, his glance happened to rest upon a bell that hung in the room. It was with astonishment and dread that he saw this bell begin to swing. Soon it rang loudly, as did every bell in the house. After ringing for a minute, seemingly an hour, they ceased. They were succeeded by a clanking noise deep down below, sounding as if someone were dragging a heavy chain up the stairs of the CRAC building. Bigg heard the noise grow louder, coming up the stairs - straight toward his room.

It came without a pause through the heavy door. The same face: the very same. Harwood in his usual business suit. The chain he drew was long and wound about him like a long train of abuses.

The Spirit raised a frightful cry, and shook its train with a dismal and appalling noise.

"Man of the worldly mind!" cried the ghost, "Do you believe in me or not?"

"I do," said Bigg; "I must. But why are you fettered? And why do you come to me?"

"I wear the chain I forged at Hartnell," responded the Ghost. "I girded it link by link, of my own free will. Does its pattern seem strange to you?"

Bigg glanced around the floor, expecting to find himself surrounded by hundreds of yards of iron cable, but he could see nothing. "William!" he implored. "Tell me more. Speak comfort to me William!"

"I have none to give," the Spirit replied. "I cannot rest, I cannot linger."

In life my spirit never left the management — mark me. Now weary journeys lie ahead."

"But you were always a good man to handle the managerial and business aspects of the school," said Bigg, who was now beginning to apply this to himself.

"Business!" cried the Ghost. "Education was my business! Proficiency, kindness, intellectual tolerance, respect for learning and the ability to evaluate the many problems and issues confronted in daily life were my business! The management team was but a drop of water in the ocean of my business!"

"Hear me!" cried the Ghost. "My time is nearly gone. I am here to warn you that you have yet a chance of escaping my fate. A chance of my procuring, Bigg," said the Ghost. "You will be haunted by three spirits."

Bigg's countenance fell. "Is that the chance you mentioned?" he stammered.

"It is."

"I—I think I'd rather not," said Bigg.

"Without their visits, you cannot hope to avoid the path I tread. Expect the first tomorrow when the Bell tolls One."

The Specter walked backwards, away from Scrooge and toward a window, which seemed to open of its own accord. The images of beings and the sounds of lamentation filled the air, and the spirit joined in the mournful chorus, and floated out into the bleak darkness.

When Bigg awoke, it was to a darkness so dense that he could scarce see.

At length, the hour bell sounded once. At that instant, light set the room aglow and Bigg found himself face-to-face with an apparition, which bore an eerie resemblance to A. Nrthur Rasmunzel, former Hartnell dean of instruction.

"Who and what are you?" demanded Bigg.

"I am the Ghost of Hartnell Past. Your welfare brings me to this place." It clasped him gently by the arm. "Rise and walk with me!"

As the words were spoken, they passed through the wall, and stood near some Spanish style buildings.

"Good heavens!" said Bigg. "The old buildings. I was President of this place!"

They walked around the grounds, Bigg recognizing every path and every building. Students, teachers and staff members called to each other in great spirits until the school was filled with the sound of merry voices.

"These are but shadows of things in the past," said the Ghost. "They are not conscious of us."

Bigg knew every one of them. Why did his heart leap up when he heard them wish each other merry Christmas?

"The college is not quite deserted," said the Ghost. "A solitary administrator sits in his office, poring over the budget."

A tear fell from Bigg's eye. "I know," he said.

The Ghost stopped at an office door and asked if he recognized it.

"Recognize it!" said Bigg. "Why, I remember when the ceiling fell in! My old office!"

Bigg's former self looked at the clock and, noticing that it was lunchtime, went across the school to the cafeteria to partake of Christmas luncheon.

A dozen voices called out, "A merry Christmas to you, Bigg! Here! Have some steak and come sit with us. Bigg, there's a matter of some concern to us. Can we sit down and

talk about it?"

"A small matter," said the Ghost, "to listen to the concerns of the staff."

"A small matter," echoed Bigg.

He blinked, and suddenly he and the Ghost stood again in the open air.

"My time grows short," said the Ghost. "Look!"

Again, Bigg saw himself. A few years had passed. There was an evasive, cynical expression in his eye. He was seated next to a student who wore a t-shirt labeled 'quality education'. In the youth's eye were tears.

"Another idol has displaced me," she said, "I would remain at Hartnell if I could."

"This is what education is coming to! With the advent of collective bargaining, we need a strong management team," said Bigg.

"You fear the peasants too much," the youth responded gently, "I have seen the doors close, one by one."

If I am changed, it is because there needs to be change."

The youth shook her head. "There needs to be constructive change, not barriers between those who must cooperate for me to survive here."

They parted.

"Spirit!" cried Bigg, "Take me from this place!" He turned upon the ghost and in some strange way, its countenance seemed to consist of the faces of all he had seen.

There was a blinding light, then the spirit vanished. Bigg sank into a heavy sleep.

Bigg awoke in the middle of a prodigious snore — in his own room — but it had undergone a transformation. Living green turned the chamber into a forest, and leaves of holly, mistletoe and ivy reflected the light of a roaring blaze in the fireplace. Amidst all of this sat a jolly creature, joyous to see, who bore a glowing torch in one hand and a drumstick in the other. His face, strangely enough, bore a striking resemblance to that of Gary Killgard.

"Come in!" exclaimed the Ghost.

"And know me better!"

Bigg timidly entered. Though the spirit's eyes were clear and kind, he did not like to meet them.

"I am the Ghost of Hartnell present," said the spirit.

"Spirit," said Bigg, "I go forth willingly. Tonight, if you have something to teach me, let me profit by it." He touched the Ghost's robe, and the firelit scene vanished instantly. They stood at Hartnell on the day before the beginning of Christmas vacation.

The clouds looked black and the future looked blacker, contrasting with the canned snow sprayed upon the cafeteria windows. The outlook was gloomy, yet the people on the campus were filled with glee.

The Spirit led him into the streets.

Bigg noticed that the Ghost could accommodate himself to almost any situation with ease. Perhaps it was the Spirit's delight in showing off his power of accentuating good will, or else it was his sympathy with all peasants, which led him straight to a certain home. At this door, the spirit smiled and stopped to bless the dwelling with the sprinkling of his torch. It was the home of a peasant. Think of that! They hadn't gotten a raise in two years; and yet the Ghost of Hartnell Present smiled upon them!

Then up rose another faculty member, then a classified employee, then, of all things, a student! All of them together to celebrate, even though they didn't have much cause

for merriment.

Then a knock was heard upon the door, a tiny student of his youth entered. His face showed signs of wear and stress, and he walked with the aid of a crutch, but he was smiling and greeted those inside with an attempt at youthful enthusiasm. He, too wore a t-shirt labeled "quality education."

The goose was brought out, and although it wasn't the largest bird in the world, it was more welcome in this home than would be the largest professional turkey.

At last the dinner was done, and a toast was proposed.

"A merry Christmas to all. God bless us!"

"God bless Hartnell," said the crippled youth.

"Spirit!" cried Bigg. "Tell me if he will live!"

I see a vacant seat and a crutch without an owner," said the Spirit. "If these shadows remain unchanged by the future, quality education will die. What then? If he dies the full-time peasants will leave and the surplus population will be decreased."

Bigg hung his head, to hear his own words quoted by the Spirit. He raised his eyes speedily when he heard his own name mentioned.

"I give you Bigg. For it was he that brought us together."

After it had passed, the celebration became merrier, as the peasant negotiator reported that the turkey had almost used up his \$37,000, and a speedy end to the negotiations was predicted.

Then it was time for him and the Spirit to depart.

The Ghost had announced that his time was near, when Bigg perceived something protruding from its cloak, and asked "Forgive me, for I see something strange, is it a foot or a claw?"

"It might be a claw, for all the flesh that is upon it," said the Ghost mournfully. "Look."

A young student came forth from the folds of its robe. A shriveled, underfed, abject excuse for a student.

"This is what happens when the seeds of education are not properly cared for," said the Spirit. "Not only the institution suffers, but the products of that place are intellectually malnourished."

Bigg asked, "Spirit, is it yours?"

It is Hartnell's," replied the Ghost. The clock struck twelve.

The ghost had vanished. Bigg lifted his eyes and perceived a hooded figure, whose countenance was indicative of that of H. Wilbur Monks, EPA president.

"Are you the Ghost of Hartnell Future?" asked Bigg.

The Spirit did not respond, only pointed with its hand, and Bigg followed. "Ghost of Hartnell Future," he said, "I fear you more than any apparition I have seen. Will you not speak to me?"

It gave no reply, and they moved on.

They went into the heart of the town and came upon a meeting place, resembling the Governing Board chambers at Hartnell.

A group of people were squabbling.

"Me first, me first, I want to be president!"

"No! I want to be president!"

"I've got his office space —"

A third voice cried, "Well, I've got his contract!"

"What? She took his contract — right out of the drawer."

"The first thing I'm going to do is to eat that turkey! We can't have two people running the school."

"Tell me, Spirit, please tell me," quavered Bigg. "Whose contract do they have?"

The Spirit did not speak a reply, but Bigg could hear a faint echo from the past saying, "Mark my words. There are hard times ahead if you do not change your ways."

The tale I have recounted to you has no ending, as yet. If these shadows remain unaltered by the future, there are bad tidings ahead for Hartnell. Yet, in this season, there is always hope. Merry Christmas, God bless us every one.



Conflict continues over Affirmative Action plan

Discussion of the effectiveness and implementation of the Hartnell College Affirmative Action program monopolized a chunk of governing board time at two consecutive board meetings.

At the Nov. 20 and Dec. 4 trustee meetings, board members listened to long-term complaints over the plan by representatives from the League of United Latin American Citizens (LULAC).

LULAC official Bill Melendez questioned the board's action which approved the position of coordinator of the program for recruitment and advertising. LULAC and the National Association for the Advancement of Colored People (NAACP) registered disapproval over the plan and its accompanying job description at a Nov. 6 trustee meeting, calling the administrative approach to the plan "A revolving door policy." Melendez protested the approval of the job description, adopted after both groups had left the meeting. "Do you call your action encouragement of public input?" Melendez questioned.

Hartnell superintendent-president Dr. Gibb R. Madsen responded to charges levelled by the groups at the Nov. 6 meeting. Dr. Madsen stated that the college has terminated one minority certificated employee in the past seven years, not 14, as LULAC alleged. Dr. Madsen added that the one employee terminated when his position was eliminated because of low program enrollment. Eight other minority employees had been placed in one-year slots, with no expectation of permanent employment, Dr. Madsen said, and were therefore not terminated. Two other management minority employees resigned to accept other positions, he said.

Dr. Madsen added the EOPS program has had three coordinators

in the past four years, not four, as LULAC reported.

At the Dec. 4 meeting, Melendez reaffirmed LULAC's concern with the Affirmative Action program. "We are as concerned today as we have been in several years," Melendez pointed out that 35 to 40 percent of the community population is comprised of minorities, yet he said the college employs "of 140 teachers, 1.43 Mexican teachers."

Melendez cited four instances of what he called "ethnic minority casualties. We are here in good faith. But your record does not show implementation of an effective Affirmative Action program."

Melendez questioned the "double standard" the college allegedly uses in cutting or retaining low enrollment programs. "Jack Wing was cut because of low enrollment in the engineering program. Yet some of the nursing classes have less than eight in their class," Melendez said. "How does a program become a 'sacred cow' at Hartnell when they don't meet the minimum of 20 enrollment?"

Associate dean of humanities and social sciences Dr. Manuel Rivera presented a rough draft of a proposed Chicano studies program to the board. "To offer only Mexican-American history is only a piece-meal approach," Dr. Rivera said. Rivera suggested adding courses in Chicano Music, Chicano Theater, Introduction to Chicano Study and a leadership program for both Mexican-American and non-Mexican-American students. "Our curriculum in the area of humanities and sciences does not meet the needs of the Mexican-American community or the non-Mexican-American community," stated Dr. Rivera.



Out of the closet

...and into the Gallery. Hartnell Gallery director Gary Smith adjusts a festival skirt, part of an exhibit entitled "Bolivian Textiles," on display in the Gallery until Dec. 14. The woven handicrafts are owned by collector and scholar Jonathan S. Hill. The skirt is from the village of Kalaaya, Charasani area, located in the western-most part of Bolivia, near the Peruvian border.

—photo by Regina Costa

Students learn self-defense techniques in Hartnell class

by DAVID SLAFF

If Betty Rogers had carried tear gas on her daily morning jog, she might be alive today.

However, she couldn't have bought the tear gas (of which MACE is just one brand) without a one-day class in tear gas use-self defense — a short course which will be offered for the third time this fall on Dec. 15.

The class drew more than 50 people Nov. 17, and more than 50 were turned away the first time it was offered. For more information, contact admissions and records in C-150 or by phoning 758-8211, extension 463.

Taught by Cameron Ervin and Monterey County Sheriff's Sgt. Ronald L. Sloan, the class covers the laws associated with tear gas and proper use of the weapon.

Shelter collects food

The Salinas Family Emergency Shelter is conducting a canned food drive through December.

Collection points are located in buildings on the Hartnell campus. Donations will also be picked up by emergency shelter employees, available by calling 758-5769.

The drive is being conducted to replace their emergency supply of foodstuffs which is depleted. The shelter, in existence for several years, provides a place to stay for battered women and homeless families.

Once a person 18 or older completes the class and receives the certificate, he can purchase a canister of tear gas, unless he is a convicted felon.

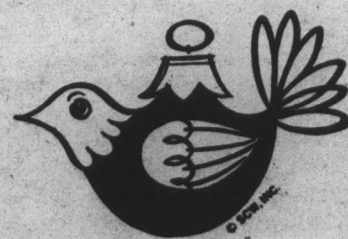
With the certificate, you can purchase the tear gas aerosol marked CN (in the uniform department of Dick Bruhn's Salinas store for \$8.43).

Until Jan. 1, a person must first go to the police department or sheriff's office to be fingerprinted and pay an added fee. After that, though, the certificate and money are all you need.

Tear gas has an effective range of 10 feet.

Although many of the methods in the class may not apply to the men, there is a value for their use of the aerosol can. "The women can use it against rape and sexual assault," Erving stated, and the men can use it in the event of other types of criminal activity.

Sloan sums the class up this way: "It's a good class for people who want to learn how to protect themselves in their daily life."



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EOPS program 'opens doors' for students

by CYNDEE FONTANA

It's more than a financial aid program. It's more than a resource for peer advising. It's more than a recruitment agency for the college. Yes, it's all these things and still more.

What is it? The Extended Opportunities Programs and Services program, known at Hartnell as EOPS.

And first-year EOPS coordinator Ignacio Pando will be glad to outline these and other supportive services the program offers in the Unit 2 base of the program. Pando, a smiling man with a friendly air, is eager to inform the college of the options the program has to offer to the vast majority of students and prospective students.

Pando, 28, comes to Hartnell from the San Diego Community College district, where he was a counselor and the coordinator of the EOPS program. Prior to that, he worked at Fuller Community College as an EOPS assistant, counselor and teacher. "I've been involved with EOPS for the last seven years," he said. Pando holds a masters degree in school psychology and what he termed "a host of credentials."

"In the past, it has been regarded as a financial aid program, primarily," he explained. "Clearly, it's not. This is only one of the services we provide."

Tax assistance program offered for credit

A seven-week Volunteer Income Tax Assistance training program, VITA, will begin Dec. 8 from 9 a.m. to 4 p.m. in C-213.

The program is open to volunteers from community action and welfare groups, retirement organizations, college students, members of religious and governmental agencies and others interested in volunteering to assist community residents in completing income tax returns.

According to program coordinator H. Bruce McClaine, no formal training is required to enroll in the class. Materials utilized are programmed instructions which provide the training to fit each participant's need.

Those completing the course will be expected to volunteer their service for two or three Saturday afternoons during February, March and April.

College credit may be awarded for the course.

Classes will also meet Dec. 15, Jan. 5, 12, 19 and Feb. 2 and 9 in the same room. For registration or information, you should contact the office of admissions or attend the first meeting of the class.



The program caters to a variety of students, and most will fall into at least one category. Services are offered to single parents, high school dropouts, those with a poor academic record in high school, low income students, and those who simply are undecided about their future.

The program, established at the state level in 1968, receives funds from the district and the state. Recent state laws have not affected funding for EOPS, according to Pando. Instead, he said, funding has increased yearly as a result of a growing program. Pando estimated that 136 students actively receive services from the program. "This is a definite increase from years past," he added.

One of the program's prime functions is financial aid. EOPS provides grants ranging from \$100 to \$850 for low income students. Pando said some of the grants are still available.

Pando regards the program's recruitment as an important staple of EOPS. "It is our intent to identify, recruit, and retain non-traditional students," he said. Pando said three Hartnell students work throughout the community and at high schools as a campus liaison. This first-year program "takes a different focus" from most recruiting programs, he said. "We work with students who aren't thinking about college or who have poor grades," Pando explained. "We provide continuity and a role model figure," through the student recruiters. "That gives us a definite edge over professionals; students

relate better to their peers." The Hartnell students also work with community agencies. He added, "We act as a referral agency as well."

One of the staff's primary considerations is informing the community of what is available at the Hartnell campus. "A lot of people don't know what opportunities they can take advantage of personally," Pando said. "We tend to take for granted people know what is here."

Tutorial assistance is another offering Pando is trying to utilize more fully. EOPS pays one-third of the tutorial center's salaries and directs their students to the center. "We try to bring in the students and make them aware of this."

Five peer advisers work at the program, all at least in the second year at Hartnell. "They work with the students in providing information or financial aid and information about colleges and universities. They're a friend here, someone they can come in and talk with," explained Pando. "Our staff is reflective of the students we work with - we're not here to cater to one ethnic group, but those who need the services. We have an 'open door' philosophy."

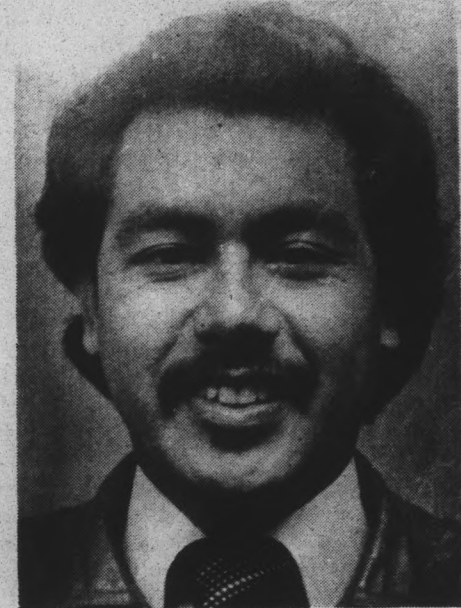
Tours of various colleges are offered throughout the year by the program. Thirty students recently visited San Jose State University. Other tours are planned for the Fresno State and Cal Poly campuses, and the University of California campuses at Davis, Santa Barbara and Santa Cruz.

A new service in operation is a student progress report. Pando

mailed cards to 120 part-time faculty, asking for comments on EOPS students enrolled in their courses. The idea, said Pando, is to get faculty input on students. Pando called reaction "good;" he received 62 replies. "This is an effort to bring in the faculty and expose them to the program."

"I believe that students should be served in a wholistic manner," Pando stated. "We're working with the total picture. I've seen many students go through this program and continue to masters programs, and be successful."

And he ended, "With a helping hand, anyone can succeed. They just need someone to open doors."



Ignacio Pando

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Eight Panthers named all-league

Eight members of the Panther football team, which finished with a 3-2 league record and a 7-3 record overall, have been named to the All-Coast Conference team.

Only top conference team Cabrillo placed more team-members on the squad. Eleven Cabrillo players were selected to the team.

The Hartnell tandem of quarterback Rick Rebozzi and wide receiver Robbie Rocha were selected to the team for the second consecutive year.

Also named to the first-team offensive unit were center David Holland and guard Bob Leighton.

Selected as part of the defensive unit were linemen Andy Perez and Eric McCree, end Tracy Brown and back Ardell Scott.

Monterey Peninsula College quarterback Bob Pappas was voted the conference's most valuable player for the second consecutive year.

Hartnell running-back Tom Peterson was selected to the second team on offense. Hartnell second-team defensive selections were lineman Ed Pagan and back Domingo Gonazales.

Included as Panther honorable mentions in the team were Hartnell players Frankie Barrera, tackle; Lee Leslie, tight end; Mike Foletta, wide receiver; and Mike Weingrad, line.

Team awards were given to Rocha, most valuable player; Peterson, top running-back; Scott, outstanding defensive back; McCree, outstanding defensive lineman; Leighton, outstanding offensive lineman; Gene Sigala, most inspirational; and Perez, Golden Helmet.

The Panther squad finished the season with a 21-17 loss at Monterey Peninsula College. Despite being sacked seven times in the game, Rebozzi passed for 186 yards. Tailback Gary Napue shook off seasonal injuries to rush for 104 yards on 22 carries as the games leading rusher.



Here's how we'll do it

Hartnell basketball coach Len Wilkins and his team have a pre-game strategy meeting. Leading the Hartnell team are starters Terry Hay, Tom Perkins, Ricky Roundtree, Ed Scheff and John Zeigler.

—photo by Mark Wilkes



Ricky Roundtree leaps high to score two of 19 points against Fresno.

— photo by Mark Wilkes

Panthers open pre-season with two victories, a loss

by JANET JOHNSON

It's a pretty well-balanced league this year," says Hartnell basketball coach Len Wilkins. "Everybody's up."

The Panther basketball team is off to a winning start, recording two victories in three pre-season contests.

Hartnell opened the season with a 82-66 win over West Hills, when the Panthers traveled to Coalinga Nov. 24. John Zeigler, a 6'7" first year

starter, led the Panthers to victory, scoring 21 points.

San Joaquin Delta (SJD) proved to be a better match, as Hartnell fell to SJD, 96-87. The Panthers lost an 11-point lead during the second half.

The Panthers' most recent victory, at their first home game, was against Fresno City College, with Hartnell taking a 91-79 victory. A fast-moving, high-scoring game, the Panthers kept ahead the whole way. During the second half, Hartnell stayed at least 10 points away from the Rams, and once even had a 23-point lead.

High scorers were Rickey Roundtree with 19, and Ed Scheff and Tom Perkins with 16 each. Greg Dupree led the Rams with 25.

Overall, the Panthers are optimistic this season, with seven returning players and top newcomers. Last year's primarily freshman team finished 17-13 overall, with an 8-4 record in Coast Conference and a third place finish.

The seven returning players include four starters - two of them first-team, All-Conference selections, Terry Hay, a 6'2" guard, and Perkins, a 6'7" center. Also back are Roundtree, 6'3" guard, and Scheff, a 6'5" forward.

Other returnees include Ralph Gutierrez, a 6' guard, Scott Ames, a 6'1" guard, and Jeff McMillan, a 6'3" forward. Newcomers are freshmen Eric Reuter, 6'6", and Eric Greene, 6'5", former Palma High guard, Mark Tomasello, Charles Coleman and Daryl Lewis.

According to Wilkins, Menlo and Skyline will probably be the team's toughest competition this year.



Hartnell guard Ricky Roundtree shoots over Daryl Lewis in practice. The practice paid off for Roundtree, one of the Panther leading scorers. Newcomer Lewis came off the bench against Fresno to score four points.

— photo by Regina Costa

Committee submits proposal, some feel 'pre-empted'

(Cont. from p.1)

load in psychology. Aschenbrenner was reassigned to two sociology classes he had requested for the spring semester.

According to associate dean of humanities and social sciences Dr. Manuel Rivera, the reassignments of Kjeldgaard and Aschenbrenner comply with both policies. The committee's policy says that a valid community college credential is required. The committee recommends that the holder be assigned "to teach in the credentialed area, or in the major field(s), or, with board approval, in a minor area." The committee defines credential, major and minor in accordance with the State Education Code.

The committee also recommends that "Individual course and class assignments shall be made with input from the faculty member(s) concerned."

Dr. Madsen's proposed policy calls for assignment of faculty to be made by the Dean of Instruction and the Dean of Student Services "to those disciplines in which they possess both appropriate credentials and academic majors." The policy says that annual governing board approval would be required for faculty assigned to instructional areas in which they possess academic minors. Academic majors are defined as a minimum of 12 semester units of upper division credit and a minimum of 12 graduate

units. Academic minors are defined as a minimum of 24 semester units, which includes 12 units of upper division or graduate work. Nursing instructors must satisfy state board requirements also.

Kjeldgaard had been assigned to business courses in the spring semester, instead of to the two psychology and three business courses he had originally requested. Dr. Rivera said that Kjeldgaard's schedule "is still in the process of development, because he provided some options to me and the dean of instructions." Dr. Rivera said Kjeldgaard would prefer to teach two Psychology 41 classes and three business courses. A recommendation from Larry Elder, dean of instruction, was due Thursday.

A schedule of five psychology classes would place Kjeldgaard in the area of humanities and social sciences. He has been assigned to the area of occupational education under John Totten since the beginning of the year. The Panther Sentinel incorrectly reported in its Nov. 2 issue that Kjeldgaard was in Dr. Rivera's area.

Aschenbrenner has been assigned Political Science 1, two Sociology courses, 41, 43, and Sociology 10; "This means he will be teaching the Communes class, and he will also be teaching the Community Development class. He will be teaching the Marriage and the Family Class, and one of these will be with a Chicano perspective," said Dr. Rivera.

Circus tent to house fair

In the seasonal spirit, the Associated Students of Hartnell College (ASHC) will present the second annual Winter Faire Dec. 13.

The faire will showcase exhibitions, food, and information booths provided by clubs and programs on campus. The faire will be held from 10 a.m. to 4 p.m. on the lawn in front of the library.

Student commissioners have rented a circus-style tent to house the displays and exhibitions.

According to commissioner of spring activities Micki Cole, a multitude of clubs are participating in the faire.

Cole said the Hartnell Chamber Singers will perform throughout the faire. A fashion show will be presented, as well as belly dancing exhibitions.

Other exhibitions planned include a fencing exhibition and a display by Animal Health Technology.

Students can learn about photography from Hartnell students, who are planning an exhibition of pictures. A stone-faceting demonstration will also be on hand.

Information will be available on clubs and programs at Hartnell, through booths. The Inter-Varsity Christian Fellowship will sell books and the Estudiantina Club has slated an information and food booth. Club members will also sing seasonal songs.

Brochures from the Women's Program and baked goods from the United Students Club will be available. Slated to sell buttons and bumper stickers as well as distribute leaflets is the Student Activist Club.

Examples of drafting and technical

illustrations will be shown by the Student Association for Industrial Drafting.

Hartnell's prize-winning rodeo team will bring along their bucking-horse machine for demonstration purposes. A General Store will be run by the Enabler Activist Club. The Panther Sentinel will also be present, offering information about the journalism program.

In addition to club food, the ASHC will sell popcorn.

Advisory committee favored for journalism

Though the exact status of the journalism program is not known, "optimistic" is the attitude of journalism adviser Dick Andre.

Tuesday night, trustees received a report from associate dean of humanities and social sciences Dr. Manuel Rivera, and a supplemental report on the status of the journalism program.

Dr. Rivera told the board enrollment has been declining in the program. "The problem I have as an associate dean is implementing your (governing board) policy of running the most economical program possible." Dr. Rivera explained that under the current curriculum, journalism is considered a class. When enrollment dips below the minimum of 20 students, he said, he must justify continuing the class while cancelling others with less than minimum enrollment.

In his report, Andre said that he believes that low enrollment in the program is a temporary problem. He

suggested that a Journalism Advisory committee be formed to help direct the future of the journalism program, and help expand the program into radio, television and other communications areas.

Dr. Rivera said he was opposed to forming an advisory committee for an academic subject. Of the four alternatives presented in his report, Dr. Rivera said he would be in favor of continuing the Panther Sentinel, either in the vein of Student Services or the instructional area. Dr. Rivera added that Andre and dean of student services Dr. Victor Wm. Willits were both opposed to moving the program to Student Services. Other options Dr. Rivera outlined were discontinuing the program or continuing the program and assessing it within a year.

Salinas Californian managing editor Harry Nordwick told the board earlier that the program has produced quality journalists, many of whom have worked for the newspaper. Nordwick said he would

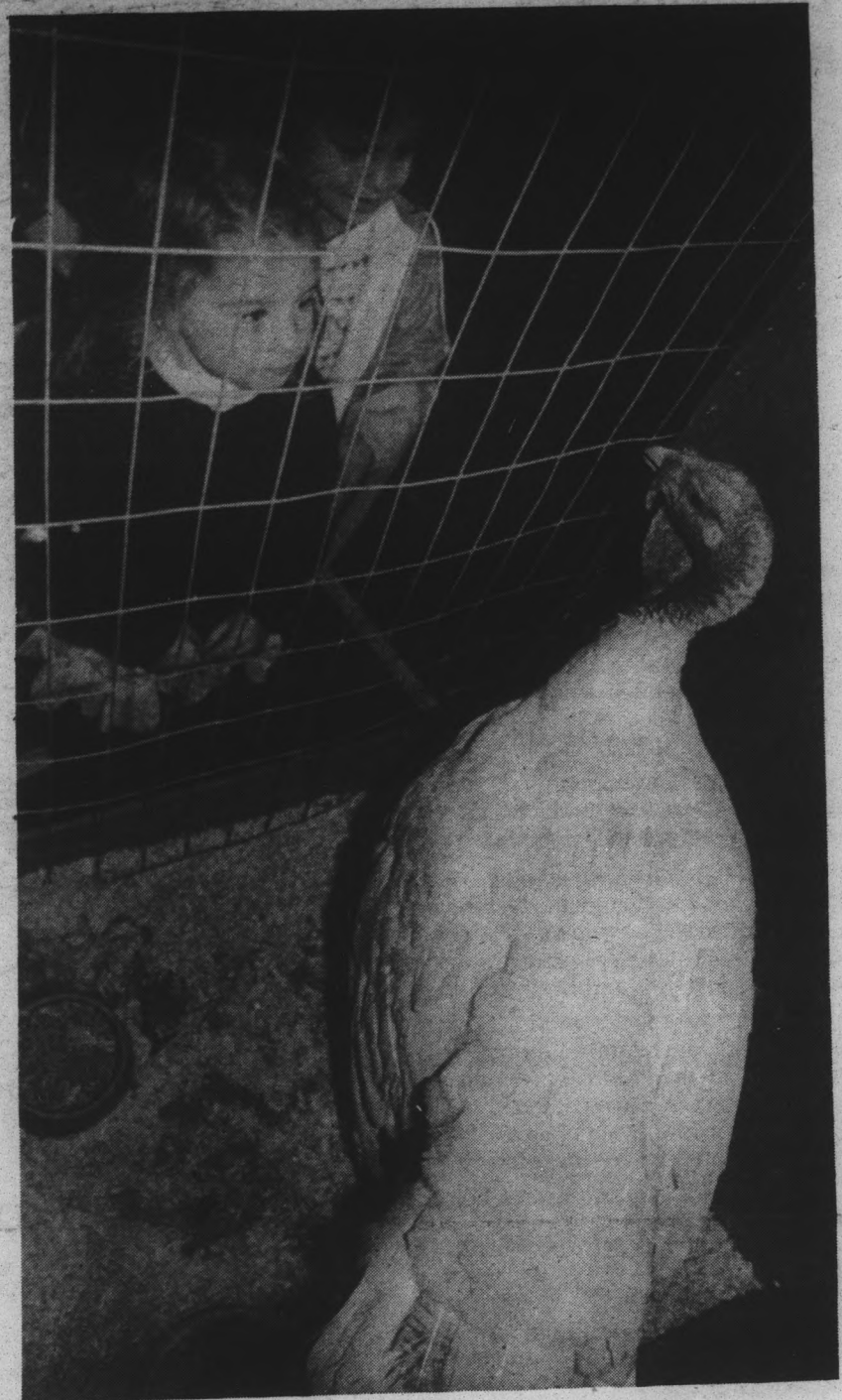
willing to serve in an advisory capacity.

Andre told the board one of the problems he identified in the program was "the basic curriculum of the journalism program is the same, with one exception, as it was it was when I was a student here in 1953." He said he has since added an additional class.

Andre said that media people he has talked to would be willing to serve on the proposed advisory committee. He added that although the general outlook for journalism students was not bright, most Hartnell-trained students are able to find jobs.

"Some people in the community and at other colleges feel that the journalism program is going down the tubes," said superintendent-president Dr. Gibb R. Madsen. "It is not."

The board will again consider the program at its Jan. 3 trustee meeting.



Will they gobble me up?

Christie Barnes and Stacy Stodgen of Hartnell's Child Development Center curiously observe a turkey belonging to the father of one of the children at the center. The turkey made it through Thanksgiving, but it's not clear yet that it won't end up as a Christmas dinner.

—photo by Doug Robinson

Student trustee vote denied by Senate

by CYNDEE FONTANA

A bill which would have allowed the student trustee to the governing board a vote, AB 1551, was defeated on the Senate floor after approval by the State Assembly and the Senate Education Committee.

The bill, authored by Assemblyman and education committee chairman John Vasconcellos, D-San Jose, expanded principles mandated in a previous bill (by the same author) written in 1977. The original bill created the non-voting student trustee position on local community college boards, according to a press release from the California Legislature Assembly Education Subcommittee on Post-Secondary Education.

According to the press release, the bill was primarily defeated by

lobbyists representing the California Community College Trustees Association (CCCTA). The CCCTA disagreed with the bill's provision which would have allowed student access to executive sessions. They argued that student involvement into sensitive areas discussed at executive sessions would jeopardize personnel practices and disrupt collective bargaining processes. The association claimed students were too young, immature and incapable of assuming the responsibilities of regularly-elected college trustees, said the press release. The release pointed out the average age of the community college student in 1979 is 28.

In a statement from the press release, Vasconcellos said, "For those of us close to education, it has become evident that the community

college trustees are losing touch with the purpose of education, to teach students to 'learn how to learn.' They deny students the opportunity to participate actively and responsibly. . . even as they complain about the apathy and alienation of our young people. We must encourage, not discourage, participation in our citizenry; we must offer every opportunity to students to become equal partners in our decisions."

The bill was endorsed and supported by the Community College Board of Governors and by the Community College branch of the California Teachers Association.

Vasconcellos called trustee lobbying efforts against AB 1551 "paranoid, it makes me wonder if the trustees have the capacity to govern effectively and democratically. Persons so distrustful of students are unlikely to be healthy thinkers. . . I have serious doubts that the trustees have authority to use monies from their school budgets to form a statewide lobbying organization, yet they have done just that—this year alone, to the tune of \$170,000," Vasconcellos said of the use of taxpayers' dollars to block passage of the bill. He said the committee would "pursue this (alleged misuse of funds) further."

Hartnell superintendent-president

Dr. Gibb R. Madsen agreed with the Senate decision. "The governing board is made up of elected officials and it should remain as such. It is disruptive of the process of election, when you don't have to be elected to vote," Dr. Madsen pointed out that a newly elected trustee, John Metzger, is younger than the average student at Hartnell. Metzger is 23, and the average Hartnell student is 28.

Dr. Madsen said, "The students did vote, and were encouraged to vote," in the November trustee election. He added that allowing a student representative to the governing board to vote would be "Throwing out the whole process, bypassing the election process. All of the people (in the community) own the college, not just the students."

Dr. Madsen said the student trustee wouldn't "have the responsibility of the other board members; the only constituency they would have would be students. He or she would not be in the community to seek reelection."

"All board members should be treated the same way and elected by all of the people," Madsen stated. Dr. Madsen added that he campaigned for Vasconcellos in a recent election, "But I differ with him on this issue. Students had a voice and still have a voice on the governing board."

'Twelfth Night' to premiere Jan. 6

William Shakespeare's light-hearted comedy, "The Twelfth Night" or "What You Will," premieres Jan 6 at 8 p.m. in the Hartnell studio theater.

The premiere of the play coincides with the twelfth night that the play is based on. The play will feature jesters and music. Following the performance will be a dinner offering roast chicken, vegetables, bread and cheese. Price for the dinner has not yet been set.

The play will also be performed Jan. 11, 12, 18 and 19. Admission to the performance is \$1 for students and \$3 general admission.

Shakespeare's comedy is the third offering of the theater department's winter season. Moliere's "Le Mariage Forcé" (The Forced Marriage) and "Vasalia" began the theater's season. "Vasalia" is currently being

performed Tuesdays and Thursdays at 11 a.m. next to the CRAC building. The play, a Cinderella-type fantasy, showcases the legendary witch Baba Yaga and a full complement of clowns.

For more information on theater offerings, contact Ron Danko, director of theater, or Rocco Tavani, at ext. 254, 255, or 250.

Peer counselors bridge gap for students

by SCOTT MILLER

Peer counseling, what's that? Another student-instructor program? These questions, often asked by students at Hartnell, can be answered by counselor and peer counselor supervisor Cindy Obenchain.

Peer counselors are students who bridge the gap between students and counselors by providing personal services. The five-year-old program which currently employs about 10 students at \$4 per hour does not give college credit, but does allow for a lot of personal growth, according to Obenchain. Prior to becoming a peer counselor, students must complete Counseling 28, which provides the basic counseling skills and information about Hartnell College.

The availability of counseling staff services to students is expanded by supplementing counselors with student peer advisors. Obenchain said, "Peer Counselors can be at different locations on campus and are the ears and eyes for a counselor." This is accomplished when a student peer counselor spends time in the cafeteria or student break areas, she continued. Evening students who might otherwise not have the opportunity to see a counselor, she said, can benefit from the knowledge of the evening student peer counselor.

"Peer counselors act as a tremendous referral agency through diplomatic public relations work," Obenchain stated. She continued by explaining, "The initial contact is the most critical." Some students don't need or want an appointment but just need factual information that another student can provide, such as the dates for spring registration. Obenchain explained that this is the reason why "peer counselors must have accurate information."

This student program has a great benefit for students, said Obenchain.

It enables them as individuals to interact with the counseling staff and learn from a staff experience, she said. A student has the opportunity to get a close look at a human services type job, she explained, where one is serving the public prior to becoming deeply involved in it as an occupation. Students also have the opportunity to participate in conferences and workshops conducted for the counseling staff, Obenchain ended.

One hundred percent of individuals who have become involved in the student peer counseling program

have continued to pursue more training in the counseling profession, according to Obenchain. Jan Oshita, a former student peer counselor, is in a masters program in counseling at California Polytechnic State University, San Luis Obispo. Ruth Tuff, a student peer counselor from last year, is currently working on a bachelor of arts degree in Anthropology at the University of California at Berkeley. She plans to continue with a masters degree in counseling.

Sentinel

calendar

Dec. 9 - Christmas Concerto presented by Hartnell, played by Messiah Chorus and Orchestra at St. Paul's Episcopal Church, 4 p.m. Free.

Dec. 10 - Foothill at Hartnell, women's basketball, 5 p.m.

Dec. 12 - Porterville at Hartnell, women's basketball, 6 p.m.

Dec. 13 - "Overcoming What May Appear to be Great Obstacles," Evening Lecture Series, 6 p.m., M-22. Free

Dec. 13 - "The Star of Bethlehem," planetarium show, 7 and 8:30 p.m. \$1 admission.

Dec. 14 - San Mateo at Hartnell, women's basketball, 6 p.m.

Dec. 14 - Santa Barbara at Hartnell, basketball, 7:30 p.m.

Dec. 14 - Spanish Christmas music to be sung by the Hartnell College Choir at San Juan Bautista Mission, 7:30 p.m. Free.

Dec. 17 to Jan 1 - Christmas vacation.

Dec. 20 - "The Star of Bethlehem,"

planetarium show, 7 and 8:30 p.m. \$1 admission.

Dec. 21 - Merced at Hartnell, basketball, 7:30 p.m.

Dec. 25 - Christmas.

Dec. 27 - Hartnell Jamboree, basketball, 2:45 p.m.

Jan. 1 - New Year's Day.

Jan. 2 - Classes resume.

Jan. 3 - Summary, Evening Lecture Series, 6 p.m. M-22. Free.

Jan. 4 - U. C. Berkeley at Hartnell, women's basketball, 5 p.m.

Jan. 9 - Ohlone at Hartnell, women's basketball, 7:30 p.m.

Health clinics set through December

Immunization clinics will be held Dec. 12, 19 and 26 from 8:15 to 10:30 a.m. at the Monterey County Health Department, 1270 Natividad Road.

No appointments are necessary. Immunizations are available, free of charge, for children two months and older. Immunizations are available for diphtheria, tetanus, whooping cough, measles, mumps, polio and rubella. Diphtheria-tetanus boosters are available for adults who have not had a booster within the past 10 years.

All persons under 18 must be accompanied by a parent or guardian.

Travel immunizations are available for \$5. Tuberculosis skin testing, and treatment of lice and scabies will be available from 8:15 to 10:30 a.m. Dec. 10, 17, 24 and 31.

Confidential diagnosis and treatment for venereal disease is offered Dec. 12, 14, 19, 21, 26, and 28 from 1 to 4 p.m.

For information about other health department services, call 757-1061. 1061.

Free film to be shown

The 1937 film classic "Lost Horizon" will be screened tonight at 7:30 p.m. in VAF-108.

The movie is part of a series of free films being offered by the Hartnell Fine Arts Club.

